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Agar emends between forty and fifty such occurrences, sometimes by substituting the ordinary pronoun, even when this requires the rewriting of the verse (2.128; 11.26; 19.235); sometimes by simply dividing the word (*αὐ τοῖσιν*, 1.143); sometimes by substituting *αὐτως* (as 14.135; 17.367) or *οὕτω* (2.33; 5.190), or some other word, it matters not what one, of the same metrical value (*ἄλλην* 9.153; *ἀντην*, 10.112; *ἀνδρας*, 13.386). Some of these strike one as daring in the extreme; but Mr. Agar will have uniformity at all hazards.

It is but natural that a reviewer should call attention primarily to those features of the book which seem of questionable value, and hence full justice is not done to the author's sound scholarship and remarkable acumen. There are not lacking instances, too, in which it is not acumen and scholarship so much as sound common sense that most impresses one. Reference may be made to the discussion of 9.205 ff., whether or not one accepts Mr. Agar's conclusions; to the amusing illustration of the lack of common sense shown by the Dutch editors in the matter of the rudder (on 5.255); to 13.168 even if the alteration proposed be regarded as unnecessary; and to the frequent and thorough discussions of the meaning of Homeric words. Further, while the views put forth e. g. in the notes on 20.209, 21.402, 24.231, seem quite indefensible, the reviewer finds much to approve of in the interpretations suggested for 4.684; 8.121; 10.112 f.; 11.584; 16.23; 21.26.

Mr. Agar's style is vivacious, but often lacks dignity. It is enlivened by frequent quotations ranging from Horace and Shakespeare to Lewis Carroll, but the writer can hardly free himself from the charge of affectation in passages like the following: "Here the MSS. without exception, so far as I am aware, present *θεόφατος*; but 'twould be a topsy-turvy world, my masters, if the combined evidence of eight unquestioned passages were insufficient to overrule a nonsensical unanimity in one" (p. 109); "One instance generally hath a fellow to keep it in countenance" (p. 248).

The book is admirably printed. In addition to the misprints noted in the errata I have observed the following: an omitted accent on *χρηματ'*, p. 25, line 5 from the top; 421 for 422, p. 42, line 16 from bottom; 531 for 530, p. 153, line 8 from bottom; and on the same page two lines further down 505 for 504; 'man' for 'men', p. 159, line 17 from top; 319 for 320, p. 250, line 9 from bottom; 'Eumelus' for 'Eumaeus', p. 304, line 19 from bottom; and a couple of instances of words run together, p. 72, last line but one, and p. 363, line 19 from bottom.

The index to the book, while serviceable, is neither complete nor entirely accurate. A. T. MURRAY.

STANFORD UNIVERSITY, California.

Latin Prose Exercises. By Elizabeth McJ. Tyng. New York: Longmans, Green and Co. (1909).

The chief characteristics of this book are the admirable ones of directness and simplicity; there is a manifest endeavor to avoid the slightest waste of time or energy. The grammatical constructions are introduced in a helpful order; the main points to be noted about each are stated clearly and concisely, and, further, in each lesson there is plenty of drill upon constructions previously studied, so that the student as he advances to conquer new lands still retains his sovereignty over the old. The vocabularies accompanying each lesson are made up of well-chosen words, and the vowel quantities are indicated. Occasionally graphic illustrations are employed to make the topics under consideration more comprehensible to the immature mind. The value of the book may be enhanced by using it in the judicious manner outlined by the author in her preface. Moreover, she states that she has been able to cover the entire manual and read four books of Caesar in a year with recitation periods of only thirty-five minutes in length. Besides a table of contents, an introduction which contains some elementary but not unnecessary admonitions, the book contains a useful summary of constructions, and a catalogue of words governing special constructions. The book contains work for the second year only.

SYRACUSE UNIVERSITY.

HAROLD L. CLEASBY.

High School Course in Latin Composition. By Charles McCoy Baker and Alexander James Inglis. New York: The Macmillan Company (1909). Pp. xiii + 464.

This well-filled book includes all the prose work of the last three years of preparatory Latin. Of its four divisions the first, entitled Elements of Syntax, covers eighty-nine pages, and is practically a brief grammar, or rather the syntactical half of a grammar. The rules are clearly and simply put, and the statement of the more difficult usages is often especially happy. There are many lists of words which are followed by special constructions, and some very helpful tables, e. g. the Imperative Constructions (241); Ways of Expressing Purpose (257); Conditions in Indirect Discourse (355); Correlated Conjunctions (399); Verbs followed by Substantive Purpose Clauses (262); Perfect Tenses equivalent to Presents (209); and Constructions after Verbs of asking, demanding, teaching, and concealing (72), although many of us may prefer Gildersleeve's "This then is not the only way".

The second division of the book, called Part I, is made up of twenty-eight lessons; each lesson consists of a few grammatical references for written translation, twelve of which are to be prepared outside of class and the rest to be written during the recitation period, and finally ten sentences for oral translation.

The titles of the first six lessons show to some extent the nature of the exercises: Tenses of the Indicative; Apposition—Predicate Nouns and Adjectives—Verbs of Naming, Choosing, etc.; The Ablative Case—Means or Instrument—Agent—Specification—Accompaniment; Indirect Object—Place to Which—Place Where—Relative; Expressions of Place—Locative Case; Ablative and Genitive of Description—Vocative Case. The well-constructed sentences illustrate fully the grammatical principles of each lesson. Part I is for second year students and the vocabulary and syntax are Caesarian; Part II is for third year work and is based on Cicero's orations. In Part III, designed for seniors in preparatory schools, there are twenty-four lessons much like those of Parts I and II, except that paragraphs of connected prose are introduced; the last sixteen lessons are entirely devoted to connected discourse. In all three Parts the grammatical references at the beginning of each lesson are to the sections of Elements of Syntax, but at the end of each part the corresponding references to Gildersleeve and Lodge, Allen and Greenough, Bennett, and Harkness are supplied. An English-Latin Vocabulary closes the book.

This manual is both condensed and complete; the high-school graduate who has mastered it from cover to cover will find few compeers in the freshman class of any of our colleges.

SYRACUSE UNIVERSITY.

HAROLD L. CLEASBY.

THE JULIAN STAR

When Halley's Comet was still several leagues away in the depths of the firmament, I had rather an amusing adventure in anticipation of its coming, the rehearsal of which may be both interesting and instructive to my fellows in the Classics.

I had been invited to attend an 'at home' by the Latin instructor in our local High School and to address the class in whose honor the occasion had been planned. Happening to note that the date assigned was the eve of the March Ides, the suggestion readily came to my mind to take advantage of the coincidence and discuss the assassination of Caesar. His deification finally became my appointed theme, with the *Iulium sidus* (Hor. Carm. 1, 12.47) as the nucleus of my address. Only an hour or so previous to my coming before the assembled company, I was overjoyed to stumble upon what was to me a most astounding discovery. Armed with it, I expected to take my audience by storm.

In Duruy's History of Rome, Volume 3, Section 2, p. 559, foot-note 2, may be found this comment upon the 'hairy star' that played such an important part in the apotheosis of Caesar: "*The comet which appeared at that time was Halley's*". Even that early, although it was March of 1904, public interest was becoming alert over the expected reappearance of the great comet in 1910, so that the above statement was, to say the least, decidedly attractive. The time to

give my address was almost upon me, and I had not the slightest hesitation in accepting the dictum of Professor Mahaffy, who, as the English editor of Duruy's History, I knew was responsible for the note. My peroration was a magnificent effort, something to this effect: "And so, if we are spared to live until 1910, we shall have the pleasure of looking again upon the blazing emblem that is the soul of our great Julius, metamorphosed to the realm where it surely belongs, a seat above the greatest of Rome's gods".

It was not until almost a year after those March Ides of 1904 that I found, to my horror, that, without the leadership of M. Jules Verne, I had been veritably 'Off on a Comet'. In February of 1905, I again took up the theme in a more elaborate vein, recasting it to present before the Faculty Colloquium of the University of Oregon. Somehow, a doubt had crept into my conscience about that brilliant finale of my former address—perhaps because, in all the popular accounts of the several appearances of the Comet and of the historic events with which it was connected, no mention had elsewhere been made of so singular an event as the assassination of Caesar. I therefore began a systematic study from an astronomical standpoint and was shocked to learn how far astray I had been unwittingly led. Unlike Galileo, I am only too anxious to publish my recantation, in the hope that others may avoid digging the same pit for themselves and pulling their followers therein after them. A glance at the table of its reappearances, or, if that is not available, a simple mathematical process, will quickly prove the futility of identifying Halley's Comet with the 'Iulium sidus', for the nearest appearance to the date in question was probably in 11 B. C.—thirty-three years after the assassination and the celebration of Octavian's games, when the comet is distinctly said to have appeared.

This curious but unfortunate error should be given publicity, for the popularity and widely accepted erudition of the editor of Duruy's history are quite apt to disseminate a very gross misconception, to which my own experience bears witness.

UNIVERSITY OF OREGON.

FREDERIC STANLEY DUNN.

At the recent Thanksgiving entertainment in The Adirondack Florida School at Rainbow Lake, New York, the Electra of Euripides was presented in an abridged form by the older boys of the school. The excellent translation by Gilbert Murray was used. An introduction was given by Dr. Franklin Carter, Ex-President of Williams College, who explained briefly the style and presentation of Greek plays and the story of Electra. The attempt to interest an audience in a secondary school in a Greek play proved successful in this instance and should encourage other schools to try similar plays for at least a part of their entertainment program.

L. H. SOMERS, Head Master.